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גבעת חביבה
جبعات حبيبة
Givat Haviva

Final Report

Covering the Period:

09/15/2011 – 09/14/2013

“Communicating Peace”

Presented to the
United States Agency for International Development (USAID)



Cooperative Agreement No: AID-294-A-11-00005

Award level: \$874,144.38

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Program Details

Prime Implementing Organization: **Havazelet Cultural & Educational Institutions of Hashomir Hazair-Givat Haviva**

Sub-Grantee: **Keshev - The Center for the Protection of Democracy in Israel**

Appropriation: **294-PROG-CMM-2010/2011**

Award Budget: **\$874,144.38**

Activity Title: **Communicating Peace**

USAID Technical office: **Democracy and Governance Office**

Cooperative Agreement Number: **AID-294-A-11-00005**

Strategic Objective No.: **SO11**

Modifications to date: **0**

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Reporting Period: **September 15 , 2011 – September 14, 2013**

Acronyms and Abbreviations

Givat Haviva:	Havazelet Cultural & Educational Institutions of Hashomir Hazair-Givat Haviva
Keshev:	Keshev -The Center for the Protection of Democracy in Israel
USAID:	United States Agency for International Development
CP:	Communicating Peace
AOTR:	Agreement Officer's Technical Representative

Forward

This is the final report of the Communicating Peace project as required under Cooperative Agreement Number AID-294-A-11-00005 between USAID and the prime implementing organization Givat Haviva and the sub-grantee Keshev. This report covers the time period beginning September 15, 2011 and ending on September 14, 2013.

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I. Executive Summary

The Final Report, covering the period of September 15, 2011 – September 14, 2013 discusses the implementation of activities developed by the USAID funded **Communicating Peace** project, implemented by Givat Haviva and Keshev.

The initial months enabled an organizational framework to be created for effective cooperation between the program implementers Givat Haviva and Keshev. This included the mutual acquaintance of staff members, building a common program language and establishing joint working methodologies. In addition, coordination between Givat Haviva and USAID forged a strong basis for effective working relations between the organizations. This process produced key collaboration, capacity building and program development outcomes.

Following and in parallel to this preparatory work, implementation of planned activities commenced.

Keshev carried out daily media monitoring which served as the basis for the program curriculum. The development process of the curriculum was initiated, including the creation of a pedagogical approach and draft models targeting facilitators, youth, and teachers. Throughout the first year of activity the models were revised and tweaked based on feedback from the implementers and participants which led to the output of 3 sets of curriculum on critical media consumption for facilitator, teacher, and youth training. The collected theoretical material and activities developed were the basis for the printed manual for an educator that was produced in 3000 copies in the second year of activity.

In the first year an initial 2-day training workshop was held for Arab and Jewish facilitators which provided tools and knowledge for conveying the media consumption content to youth. This was a critical step in bridging the Givat Haviva's Jewish-Arab dialogue approach and Keshev's critical media consumption approach. Throughout the year the core academic team provided the facilitators with additional resources and support prior to all activities. In the second year of activity training was held for veteran and new facilitators throughout the year.

Groundwork was laid for the Teachers Training Activity. Various meetings were held with Ministry of Education officials in order to secure a buy-in and support for our activities. A key achievement in this regard was the approval of the Ministry of Education for teachers participating in the program to receive in-service training credits. In year 1 of activity were successful in training 55 educators. In the second year we were able to reach an addition 65 participants for a total of 120 Jewish and Arab educators.

The core program activity of bringing together Jewish and Arab youth in order to enhance their knowledge and skills in critical media consumption was successfully carried out in a series of uni-national and bi-national programs for 538 youth. Initially the student took part in a 5-hour preparation seminar in their own schools. Facilitators introduced them to the topic of critical media consumption and addressed any questions or fears they may have regarding the bi-national encounter they would soon attend. At the encounter itself, additional activities were carried out in mixed groups promoting students to be critical media consumers. Follow up activity was carried out in the uni-national setting once again in the schools with the project staff and facilitators.

Public outreach was conducted in accordance with the Branding and Marking Plan. The USAID Identity was visible on all promotional commodities that were designed and purchased throughout the program period. The program was diligent in promoting the program to a wider audience by creating web pages, producing and distributing articles on activity to the Arabic press, and presentations were made to promote the program to the Ministry of Education, as well as among our partners and supporters.

The main challenges encountered during activity encompassed both the pedagogical and logistical domains. It is important to note that the organization does not view these challenges as critical or unique. Scheduling difficulties, time frames, and adjustments to planned activities are just many of the difficulties educational programs and the implementing organizations face daily.

II. Program Summary

The two-year program ***Communicating Peace*** was carried out by **Givat Haviva**, a leading institute involved in Jewish-Arab coexistence education in Israel, in partnership with **Keshev**, a leading organization that works to improve the media discourse and media consumption habits in Israeli society. Exposure to mass media is the principal way that citizens become informed participants in a democratic society. Problematic coverage of Palestinian Israelis in the Hebrew media can foster extremism and undermine respect for the rights and freedoms of Arab citizens of Israel. This project seeks to “inoculate” young Israelis against the negative influences of coverage that incites against and otherwise defames Israel’s vulnerable Arab minority.

The program approach focused on media monitoring, curriculum development, training for professional facilitators and educators, instruction for youth and in-depth interaction and acquaintance between Arabs and Jews.

The program adopted a three-phased approach. In the first phase, training on the subject was presented to Jewish and Arab professional facilitators. They were then the message carrying body of the program to youth participants.

The second phase was the core of the Communicating Peace project - a two-day encounter between Arab and Jewish youth. The encounter took place in the form of intensive seminars with mixed Arab/Jewish groups, with each group led by one Arab and one Jewish staff facilitator, a joint evening program, and an overnight stay. The staff worked with and prepared the teachers and the students of the high schools during the weeks leading up to the encounter through informative and process oriented preparation. Following the encounter, the staff lead a summary workshop, helping students and teachers to process their experiences.

In the third phase, Jewish and Arab teachers underwent joint training on teaching critical media consumption. This training helped to build a cadre of professional Jewish and Arab educators who are knowledgeable about the subject and are able to integrate the subject of critical media consumption in their own teaching

The direct beneficiaries of the program included professional facilitators, educators and youth. Jewish and Arab facilitators were chosen from the staff of Givat Haviva’s Face-to-Face program which brings together over 2,000 Jewish and Arab youth annually. The majority of the educators were recruited from schools participating in the program. Youth participants were Jewish and Arab high school students from the upper grades.

III. Program Administration and Management

A. Primary Partner: Havazelet Cultural & Educational Institutions of Hashomir Hazair-Givat Haviva

The Givat Haviva Institute is a non-profit organization founded in 1949 as the national education center of the Kibbutz Federation in Israel. It is dedicated to promoting mutual understanding, cooperation and equality between divided groups in Israel as the foundation for building a shared future and shared society – critical elements of a sustainable and thriving Israeli democracy. To this end, the Institute serves as a catalyst in activating divided communities to work together towards achieving their common goals, while engaging in processes of mutual interaction, support and empowerment. This is done through facilitating cross-community projects; leading training and capacity building activities; convening seminars, workshops and conferences to cultivate concrete ideas that foster change; and translating these ideas into action. Givat Haviva serves as a neutral ground for bringing together members of divided communities and convening key forums to address Israel's most pressing social challenges.

As the primary partner Givat Haviva was responsible to monitor and ensure compliance with USAID requirements on a timely basis issues and supervise the performance of the sub-awardees to ensure their proper compliance with the project requirements.

***Added Valued:** The cooperative agreement between USAID and Givat Haviva allowed staff members of Givat Haviva to participate in training activities, meetings and developed program plans together with the Mission which strengthened its capacity not only to work with USAID, but to manage, develop, implement and evaluate effective programs across the board. Key elements were shared with the wider organization, for an overall capacity strengthening outcome. The value of the lessons learned through coordination with the Mission Representatives not only had a positive effect on the program, but also in future conflict mitigation programming of the organization.*

B. Sub-Awardee Partner: Keshev – The Center for the Protection of Democracy in Israel

Keshev – The Center for the Protection of Democracy in Israel was founded in 1997 by Israeli citizens concerned about the deterioration of the public discourse and its repercussions for Israeli democracy. Over the past decade Keshev has worked to promote critical media consumption and a more moderate media discourse through media research, education and advocacy. Keshev urges editors to correct deviations from sound media practices and carry out the duties incumbent upon the media in a democracy. In its work vis-à-vis students and news consumers Keshev teaches how to evaluate news coverage critically in order to acquire informed viewpoints that can help citizens make reasoned decisions in their democratic participation.

C. Allocation of Responsibilities

The project “Communicating Peace” was a genuine partnership between both organizations. Successful activity was based on cooperation and synergy between the partners.

- **Curriculum Development**

Keshev was primarily responsible for preparation of lectures, lesson plans, pedagogical films and activity modules for various workshops and a printed Hebrew/Arabic teachers' guide on teaching critical media consumption.

- **Facilitators Training**

Givat Haviva was primarily responsible for the logistics and recruitment of facilitators for the Facilitators' Training. Staff from Keshev was responsible for providing the curriculum and theoretical lectures about methods of critically analyzing media coverage and how insights from media criticism can be leveraged into effective education and advocacy tools. Staff from Givat Haviva contributed expertise about the dynamics of Jewish-Arab uni-national and bi-national workshops (including suggestions for coping with cultural, social and language obstacles) as well as majority-minority relations (including male- female relations).

- **Teacher Training**

Givat Haviva, which has long-standing relations with many high school teachers and principals throughout Israel, was responsible for recruiting participant teachers and securing a venue. The curriculum developers from Keshev were responsible for developing the training modules for the participating teachers, based on media research by Keshev and Givat Haviva's knowledge of coexistence education dynamics. A majority of the theoretical lectures which are on Critical Media Consumption were provided by the Keshev team.

- **Workshops for Students**

Givat Haviva was responsible for recruiting participating school and securing venues for workshops which were led by trainers / facilitators from Givat Haviva who were trained to present the Critical Media Consumption activities to youth.

As recognized leaders in the field of conflict mitigation and human rights education, the project combined the strengths of both organizations to produce a dynamic and memorable intervention that is professionally astute in terms of its organizational structure and compelling in terms of the contents that it presented.

IV. Program Achievements

A. Overall Program Achievements

Mistrust and animosity was reduced between targeted Jews and Arabs by promoting critical media consumption skills and dialogue among Jewish and Arab educators and youth in Israel. Questionnaires reported an average increase of 65.5% increase in positive perception about the other.

The project Communicating Peace was successful in meeting its four primary objectives.

1. To increase the amount of innovative material available to educators on the topic of critical media consumption.
 - ✓ Three sets of curriculum focusing on Critical Media Consumption for various workshops and beneficiaries: 1) Facilitators Training, 2) Youth Training and 3) Teacher Training.
 - ✓ Printed Handbook for Educators-3000 copies
 - ✓ Seven minute clip which includes alternative media outputs by youth participants
 - ✓ 2 Pedagogical Clips for Educators

2. To increase the knowledge and capabilities of facilitators in the field of critical media consumption.

20 unique facilitators were trained to implement joint Jewish-Arab youth workshops on Critical Media Consumption.

3. To increase the number of educators who are trained to be critical media consumers and are able to integrate the subject of critical media consumption in their own teachings.

120 Jewish and Arab Educators have taken part in a two-day training seminar and have indicated that they will integrate the subject of critical media consumption in their own teachings.

4. To increase the number of youth who are trained to be critical media consumers.

538 Jewish and Arab youth were trained in critical media consumption and have indicated that they will use their new knowledge and acquired skills when receiving information from the media.

B. Key Performance Indicators

Indicator Code	Indicator Name	Indicator Format	Indicator Type	Baseline	Target for FY12	Actual for FY12	Target for FY13	Actual for FY13	Program Target	Program Actual
1.6.2-12	1.6.2-12 Number of USG supported events, trainings, or activities designed to build support for peace or reconciliation on a mass scale	Integer	OP_std	0	20	12	23	28	35	40
1.6.2-14	1.6.2-14 Number of people participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	Integer	OP_std	0	340	280	425	401	705	681
1.6.2-14a	1.6.2-14a Number of men participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	Integer	OP_std	0	170	135	217	183	352	318
1.6.2-14b	1.6.2-14b Number of women participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	Integer	OP_std	0	170	145	208	218	353	363

Indicator Description	Output/ Outcome	Tar	Act.	Tar	Act.	Tar	Act.
		FY1	FY1	FY2	FY2	Program	Program
% of targeted teachers/facilitators who are willing to use the knowledge and the acquired skills of Critical Media Consumption in their teachings/facilitation.	Outcome	70%	100%	70%	100%	70%	100%
% of targeted youth who are willing to use the knowledge and acquired skills of Critical Media Consumption when receiving information from the media.	Outcome	70%	100%	70%	100%	70%	100%
% of increase in positive perceptions of the other.	Outcome	20%	50%	20%	83%	20%	66.5%
1.6.2-12 Number of USG-funded events, trainings, or activities designed to build support for peace or reconciliation on a mass scale	Output	13	13	23	28	36	41
1.6.2-14 Number of people participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	Output	312	280	425	401	705	681
1.6.2-14a Number of men participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	Output	156	135	217	183	352	318
1.6.2-14b Number of women participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	Output	156	145	208	218	353	363
Number of teachers (individuals) trained on critical media consumption	Output	60	55	65	65	120	120
Number of male teachers (individuals) trained on critical media consumption	Output	30	27	33	37	60	64
Number of female teachers (individuals) trained on critical media consumption	Output	30	28	32	28	60	56
Number of facilitators (individuals) trained on critical media consumption	Output	12	13	12	10	25	23
Number of male facilitators (individuals) trained on critical media consumption	Output	6	6	6	4	12	10
Number of female facilitators (individuals) trained on critical media consumption	Output	6	7	6	6	13	13
Number of youth (individuals) trained on critical media skills	Output	240	212	348	326	560	538
Number of male youth (individuals) trained on critical media skills	Output	120	102	178	142	280	244
Number of female youth (individuals) trained on critical media skills	Output	120	110	170	184	280	294
Number of Arab Israeli youth (individuals) trained on critical media skills	Output	120	120	174	171	294	291
Number of Jewish Israeli youth (individuals) trained on critical media skills	Output	120	92	174	155	266	247
Number of Critical Media Consumption curricula developed (one each for facilitator, teacher, and youth trainings)	Output	3	3	0	0	3	3
Number of Critical Media Consumption Handbooks distributed to formal and informal educational settings	Output	0	0	3000	3000	3000	3000

V. Program Implementation Activities and Results

Objective 1: To increase the amount of innovative material available to educators, professionals and youth on the topic of critical media consumption.

1.1 Daily media monitoring:

The research team of Keshev collected data on a daily basis about salient news issues and events which were entered into a subject database. In the database, the items were catalogued by subject and by the bias or coverage pattern that they exhibit. Discrepancies between headlines and contents, inflammatory and polemical language, and the placement of articles on the newspaper pages were just some of the things that were noted and tabulated in Keshev's media monitoring process. The curriculum development team relied on this database for preparing media analyses, presentations and examples of alternative editing which were then used in the workshops given to target groups.

In the initial stages of the program, the researchers focused their endeavors on existing findings to serve the project. As the program progressed current and up to date examples were incorporated into programming. The project team was not only furnished with relevant material which to work from, but also additional material in order to counter any attempt to discredit the presentation messages.



The Difference between the Headline and the Text: The caption says that Abu Mazen refuses to renew the negotiations and prefers to go to the UN, while the text says that sources in Israel say that Abu Mazen refuses because there is no concrete offer from the Israeli side.

While daily media monitoring is an important activity all on its own, it was an important component that allowed for the program to be innovated and relevant to the audience.

1.2 Curriculum Development:

Led by the Lead Curriculum Developer, the staff began to compile material to be presented at the workshops for the facilitators, educators and youth. Initially, theoretical material was collected in order to establish the pedagogical approach of the educational activities. The next stage included the preparation of materials to be presented to the facilitators who would be the message carrying bodies of the program. Both the educational staff and research team joined forces to find the most appropriate examples and material for the training, taking into account the potential challenges arising from a Jewish-Arab youth encounter and the sensitivity of the Ministry of Education.

In this project we aimed to combine the understanding of how the media influences the participant's positions, beliefs and awareness's. We do this by helping the participants look at their positions which most likely they developed through the filter of the media. We help them by asking: Did you learn anything different or new about the "other"? We encourage them to realize that the media has a huge influence on the way we think (it is far from neutral or fair) and later on have them conclude that it is important to have a critical view toward the media. This is done through the special format of the encounter and the learning of new knowledge. The encounter is a good "lab" to try and test one's positions in real life, without the filter of the media, and go on and compare what I have learned through the training with what I obtain through the media.

Drafts of curriculum were completed for each of the targeted audiences: Facilitators; Youth and Educators. Revisions and adjustments were made according to feedback received from the facilitators, questionnaires and observations of the staff. The material is intended for the implementing organizations and was used as the basis for the manual that was produced in year two of activity which is intended for a wider audience.

The manual is designed to deepen the understanding of the importance of critical consumption of mass media news and teaching tools that enable critical reading. The booklet draws on critical pedagogy, which encourages us to ask questions about power relations in society and the source of social evils. It turns to civil society and offers its members to be active readers, and not to receive news stories as reality. We hope this manual will encourage teens to consume news media critically which is needed to repair injustices and promote social change.

The booklet is divided into three parts. The first part deals with the pedagogical and critical importance of education. The second part presents a theoretical background for the mass media and critical reading it. To build a foundation for learning critical reading of the media, this part deals with the role of the press in a democratic society and professional aspects, economic and cultural restricting the freedom of the press. This section explains the ways in which the media influences our world view and creates repetitive patterns in thinking. Special attention is paid to the way in which the Israeli media structures the Israeli narrative about the Israeli - Palestinian conflict and the way it covers the Palestinian minority in Israel. The third part presents lesson plans that teachers can implement in their classes. These formations consist mainly of experiential activities. The purpose is to stimulate discussion and develop critical thinking.

To accompany the manual, two training films were produced for use in the classrooms for the educators. The films (one in Hebrew and one in Arabic) elaborate on issues of Critical Media Consumption such as the power of editors to manipulate information by the use of pictures or the danger of reading headlines only.

Finally, a 7 minute film which is an integration of the different outputs as well as a coherent description of the youth activity was produced in order to promote the project to new schools and educators.

Electronic Link to Outputs:

<http://www.givathaviva.org.il/english/info/TrainingMaterialsCP.htm>

The endeavors of the core project staff and facilitators throughout year one of the project resulted in three Critical Media Consumption curricula developed for Facilitators Training, Youth Training and Teacher Training. Efforts in year 2 of programming resulted in a printed Handbook for Educators and two training videos.



Objective 2: To increase the knowledge and capabilities of facilitators from the current pool of 0 facilitators to 12 facilitators in the field of critical media consumption.

At the onset of the program a 2-day training seminar for 13 facilitators was held on December 5-6, 2011 at the Nes Amim Village. The training was carried out by the Program Director, Project Director, Lead Facilitator, Lead Curriculum Developer and the Media Researcher. The training consisted of both theoretical learning and practical workshops. Discussions and observations during and following activity led the trainers to the conclusion that an additional workshop was needed to further increase the capabilities of the core group of facilitators. This was held on January 5, 2012 at the Givat Haviva campus.

At the end of the first year of activity, review of the facilitators led Givat Haviva to believe that not all of the trained facilitators were able to grasp the new material on Critical Media Consumption as quickly as others and perform at the standard Givat Haviva expects. Additionally, not all of the facilitators chose to continue with the program for either professional or personal reasons. A different core group of facilitators was built which included veteran and new facilitators. Assessment of the framework of the instruction indicated that training would be furthered enhanced by dispersing the training days throughout the second year of programming.

In year two of the program four days of training at the Givat Haviva campus was allotted throughout the year: September 24, 2012; October 14, 2012; January 31, 2013; May 7, 2013. As in the first year of programming, the activity was carried out by the Lead Facilitator, Lead Media Trainer/ Curriculum Developer and the Media Researcher and the training consisted of theoretical learning and Pedagogical Discussions. Ten facilitators successfully completed training.

The training provided insight to the facilitators regarding the critical role media plays in a conflicted society and discussion of the connection between two areas of content. This process was informed by expert lectures and presentations, enriching participant knowledge and capacity in this new area of content. Practical exercises and activities were presented to be used in the field. In the first year of activity this provided an important opportunity for participating facilitators to take an active role in building the program structure and content. To this end, participants and staff engaged in joint brainstorming, debate and discussion. Their experience in Jewish-Arab dialogue was thus effectively harnessed to shape the program curriculum and approach to be implemented in the field. In the second year of activity the facilitators were asked to comment on the exercises used and to share with their peers difficulties they faced upon implementation and ways that they overcame these difficulties. Shared learning was not only carried out among the facilitators but also between the staff and the facilitators.

Program activity resulted in 20 facilitators who were successfully trained to implement joint Jewish-Arab youth workshops on critical media consumption skills.

Objective 3: To increase the number of educators who are trained to be critical media consumers and are able to integrate the subject of critical media consumption in their own teachings.

Four 2-day seminars reaching a total of 120 educators were implemented in the Communicating Peace program. One session was conducted at the Ness Ammim Dialogue Center and the other 3 sessions were carried out at the Gardeniya Hotel, Nazareth. The 2-day training succeeded in developing the awareness of the importance of critical media consumption to Jewish and Arab educators. Through the use of lectures, workshops, a study tour, and professionally facilitated dialogue and processing sessions, the program introduced new knowledge that educators could not receive through regular channels such as textbooks and websites.



Key Note Speaker Shiri Iram, Teacher Training Seminar
June 26, 2013

Three of the four seminars targeted local high school teachers whose students took part or were scheduled to take part in youth programming. School principals and inspectors from the Ministry of Education were mobilized to encourage educators to participate in the program. The final seminar introduced critical media consumption to lecturers from local teaching colleges who could later instill awareness to their students.

At the beginning of the first year of operation, the program was submitted to the Ministry of Education for in-service training credits and accepted. The Manager of the Pedagogical Center described the program as "...unique, challenging, creative and can be applied in any organization and especially in schools." Based on performance in 2012, the approval was renewed for 2013 programming.

Program met the following key criteria set by the Ministry of Education

- The program included workshops and discussions and not just theoretical training;
 - The program included workshops and discussions and not just theoretical training;
 - The program can be incorporated into "open discussion hour" in the formal curriculum and also implemented in informal education programs;
 - The program is structured as a process and not one-time activity
-

Feedback from the participants illustrated that the training met the needs of the educators on a professional aspect, the practical aspect and the social aspect. Trainees were satisfied with the lecturers, content, management process and atmosphere. Trainees were given the opportunity to express their opinions, take part in a dialogue that was not judgmental, be exposed to opinions and attitudes of others and receive professional tools.

“Naif High School was very pleased to be invited to take part in the project. The learning process is not just theoretical which is important to us. Our school does not have many opportunities to deal with these types of issues for many reasons. One being that our educators do not have the tools or the methods.

Salim Masari, Naif High School

“Without doubt the media influences our society and the world. We see today how much the advanced technology of today influences the media. It is important to me that my students do not accept everything they hear or read as the absolute truth.”

Shmulick Biltzer, Coordinator, Misgav High School



Teacher Training Seminar June 23, 2013 1

Table 1: Teacher Training Seminar

Event/Activity Type	Date	Targeted Audience	Location of Activity	Number of Participants
Teachers Training 1	May 10-11, 2012	Educators	Nes Amim Villlage, Matte Asher Region	22
Teachers Training 2	July 4-5, 2012	Educators	Gardenyia Hotel, Nazareth	33
Teachers Training 3	June 26-27, 2013	Educators	Gardenyia Hotel, Nazareth	30
Teachers Training 4	July 4-5, 2013	Educators	Gardenyia Hotel, Nazareth	35

Program activity resulted in 120 educators trained to be critical media consumers and are able to integrate the subject of critical media consumption in their own teachings.

Objective 4: To increase the number of youth who are trained to be critical media consumers.

4.1 Recruitment of Schools:

The recruitment procedure included initial meetings with school principals and subsequent meetings with relevant educators in the schools. A number of considerations were taken into account in the school recruitment process in order to ensure compatibility between Jewish and Arab schools. Key factors include compatibility between the number of students, socio-economic status of the schools and, scheduling. Due to the fact that the program is run in partnership with Israeli schools, project activity is limited to a short time frame (October-May, not including holidays and exam periods.) In addition, the schools must be available for programming at the same time, and availability of venue.

A strategic decision for year 1 was made to recruit a greater number of participants from one centralized location rather than a greater number of schools with fewer participants. We selected schools in Northern Israel from the Misgav Region (Misgav High School), and neighboring villages of Nahef and Meged Krum. These schools are located in close proximity to one another and there will be a greater chance of the participating schools and educators to continue follow-up activity on their own initiative than if schools were dispersed throughout the country. It is important to note that participating schools operate on a regional level. As a result, participants represented over 30 communities.

Based on assessments from the first year of activity, a decision for year two was made to recruit schools that have taken part in previous bi-national encounters under the auspice of Givat Haviva. Focus was on schools where Jewish-Arab programming is not only supported, but encouraged by the school management.

Table 2: Participating Schools

Pair	Jewish School	Arab School
2012		
	Misgav Regional High School	Majd al- Krum Local High School
	Misgav Regional High School	Ibn Sini High School, Nahf
2013		
	Ort Tivon Regional High School	Majd al- Krum Local High School
	Megido Regional High School-	Ahemed Abdalla Ichia High School, Kfar Kara
	Mevaseret High School	Ibn Sini High School, Nahf
	Modain High School	Galit Nazareth High School
	Makeef Rishon City	Elbiyin High School, Sakhnin

Recruitment efforts resulted in 401 Jewish and Arab youth participants from an establishment of partnership with 6 Jewish schools and 6 Arab schools and a mechanism for school-driven recruitment of educators.

4.2 Student Workshops:

4.2.1 Uni-National Pre-Encounter Sessions:

14 separate uni-national pre-encounter workshops (3-5 academic hrs. each) were implemented. The curriculum modules were designed by the pedagogical team and carried out by the facilitators. In addition to preparing the youth for the bi-national encounter (Fears and Expectations), the objective of the workshop was to convey to the youth that the media influences/shapes our attitude-particularly in terms of the conflict. Issues explored included: *Habits of Media Consumption; How a Newspaper Creates its Agenda; Subjectivity, Objectivity and Perspectives; Terminology on the Conflict.*

Table 3: Uni-national Pre Encounter Sessions

Activity #	Date	Targeted Audience	School	Number of Participant
Year 1				
1.	February 4 and 6, 2012	Youth	Misgav Regional High School	54
2.	February 5, 2012	Youth	Majdel el Krum High School	64
3.	March 25, 2012	Youth	Misgav Regional High School	29
4.	March 15, 2012	Youth	Naif High School	47
Year 2				
5.	November 15, 2012	Youth	Ort Tivon High School High School	39
6.	November 19, 2012	Youth	Majdel el Krum High School	37
7.	November 30, 2012	Youth	Ahmed Abdalla Ichia High School, Kfar Kara	31
8.	November 29, 2012	Youth	Megido Regional High School	26
9.	February 1, 2013	Youth	Moadin High School	43
10.	February 15 and 18, 2013	Youth	Ibn Sini High School, Nahef	25
11.	February 18, 2013	Youth	Mevaseret High School	28
12.	February 23, 2013	Youth	Galil High School, Nazereth	43
13.	March 3, 2013:	Youth	Makeef Rishon Lizion High School	26
14.	April 18, 2013	Youth	Elbiyin High School, Sakhnin	43

All programming took part in the individual schools

Program activity resulted in 535 Jewish and Arab youth who addressed issue of fears and expectations of a bi-national encounter as well as initial familiarity with the concepts of critical media consumption.

4.2.2 Bi-national Encounters:

7 bi-national encounters were held for Jewish and Arab youth which were overseen by the program staff and implemented by the facilitators. Programming was held at the Ness Ammim Dialogue Center located in the Western Galilee and the Nordiya Youth Hostel located just outside of Netanya . Following introductory welcoming remarks by the project leadership, the youth were divided into mixed groups which were led by one Arab and one Jewish facilitator. Initial ice-breaking sessions were held in order to allow the participants to feel comfortable with one another and build trust between the group and the facilitator. Seven bi-national workshops and two uni-national sessions were implemented. The purpose of the uni-national sessions was to allow the participants to contend with their feelings and feel safe.

An initial dilemma concerned the nature of the material to be introduced on the first day – either politically oriented material dealing with the conflict, or material addressing neutral issues. We concluded that our fear to introduce conflictual material was a mistake. The youth did not respond to neutral material and preferred to "jump in" and talk about the media in connection to Jewish-Arab relations.

The facilitators noted that during the encounter the youth were much occupied with meeting one another and addressing the conflict. Thus it was recommended that in year 2 of activity that participants would be limited to students who have already taken part in bi-national activity which raised the level of the encounter.

"Twenty of the student took part in an encounter last year. This seminar was of a higher standard in terms of the quality and the complexity. The pupils not only had to deal with the encounter between each other but also with questions of identity, representation, media and more. To say the seminar was easy-not at all. Some of the youth were surprised with the difficulty to reach agreements while other managed after long discussions. One thing was clear-they left with a feeling of satisfaction. Let's hope that they will take this significant experience with them in their lives."

**Doron Erez, Accompanying Educator
Megido High School**

The encounters in year two of programming were highly affected by political circumstances. The first bi-national encounter of year 2 of programming took part on the 8th and 9th days of violent conflict between Israelis and Palestinians. The staff, together with the educators from the schools discussed the option of postponing the encounter. It is important to note that during times of violence, the two sectors rarely meet. With the support of the management of Givat Haviva, it was decided to carry out the encounter. The night before the encounter and early the next morning, the project staff worked to revise the schedule to allow for time to address the conflict and to prepare the facilitators for what they knew would be a very difficult situation. The program was very intense. It was not easy to contain the opposing views about the war, but the facilitators managed very well. There was a consensus that the program was able to connect the students to the role of media in this war. Unsurprisingly, the Palestinian-Israeli political issue took precedence in future activity. The research team and pedagogical team prepared material in order to assist the facilitators to help the youth focus on the Arab minority within Israel. The facilitation team was provided with new material focusing on discrimination and racism which was prevalent in the news at the time.

The review of the questionnaires distributed to the youth illustrated that the implemented activities met the needs of most students. Most students understood the need for the meeting. Above 90% in both the Jewish and Arab sectors recommended other students take part in the process. The students emphasized the importance of dialogue and the place of the media and the impact of media in our lives.



Bi-national Encounter, February 8-9, 2012
Ness Amim Dialogue Center

Table 4: Bi-national Activity

Activity #	Date	Targeted Audience	Jewish School	Arab School	Location	Number of Participants
1.	February 8-9, 2012	Youth	Misgav Regional High School	Majd al- Krum Local High School	Ness Ammim Dialogue Center	133
2.	March 26-27, 2012	Youth	Misgav Regional High School	Ibn Sini High School, Nahf	Ness Ammim Dialogue Center	82
3.	November 21-22, 2012	Youth	Ort Tivon Regional High School	Majd al- Krum Local High School	Ness Ammim Dialogue Center	72
4.	December 5-6, 2012	Youth	Megido Regional High School-	Ahemed Abdalla Ichia High School, Kfar Kara	Nordiya Youth Hostel	49
5.	February 19-20, 2013	Youth	Mevaseret High School	Ibn Sini High School, Nahf	Nordiya Youth Hostel	50
6.	February 27-28, 2013	Youth	Modain High School	Galit Nazareth High School	Nordiya Youth Hostel	83
7.	April 22-23, 2013	Youth	Makeef Rishion City	Ibn Sini High School, Nahf	Nordiya Youth Hostel	72

Program Activity resulted in 541 Jewish and Arab youth trained in critical media consumption and awareness of "the other"

4.2.3 Uni-national Youth Post Encounter Workshop:

14 separate uni-national post-encounter workshops (3-5 academic hrs. each) were implemented. The curriculum modules were designed by the pedagogical team and carried out by the facilitators. The opening lesson allowed for a discussion about the conclusions and thoughts the youth had after the joint encounter: How they now see the "other"? How do they consume the news concerning the conflict? What kind of sensitivity do they have to terminology, captions, choice of topics concerning the conflict? The remainder of the workshop was dedicated to further engage in further critical media consumption activities by developing alternative media outputs.



Table 5: Uni-national Post Encounter Activity

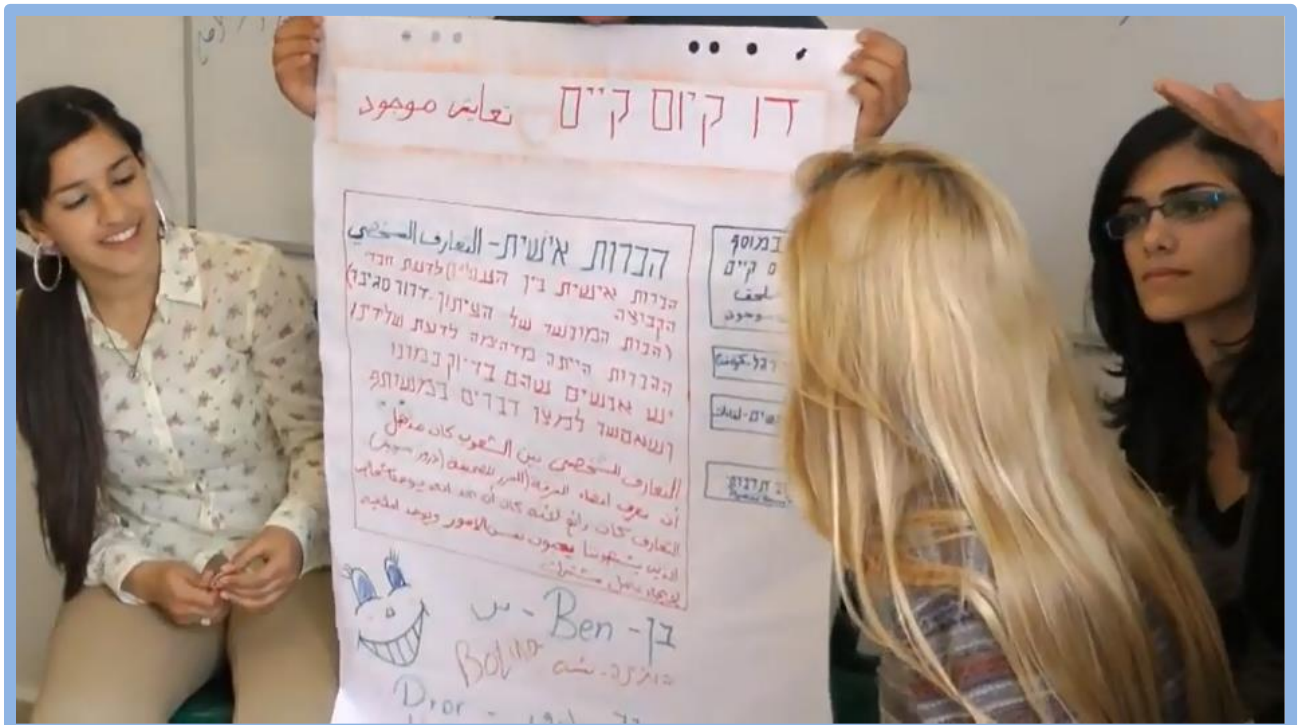
Activity #	Date	Targeted Audience	School	Number of Participant
Year 1				
1.	May 7, 2012	Youth	Misgav Regional High School	18
2.	May 15, 2012	Youth	Naif High School	49
3.	May 27, 2012	Youth	Misgav Regional High School	64
4.	June 10, 2012	Youth	Majdel el Krum High School	55
Year 2				
1.	December 12, 2012	Youth	Ort Tivon High School High School	37
2.	January 2, 2013	Youth	Megido Regional High School	26
3.	January 23, 2013	Youth	Ahemed Abdalla Ichia High School, Kfar Kara	30
4.	February 24, 2012	Youth	Majdel el Krum High School	34
5.	March 9, 2013	Youth	Galil High School, Nazereth	39
6.	March 13, 2013	Youth	Ibn Sini High School, Nahef	25
7.	April 26, 2013	Youth	Moadin High School	42
8.	May 7, 2013:	Youth	Makeef Rishion Lizion High School	25
9.	May 19, 2013	Youth	Elbiyin High School, Sakhnin	43
10.	June 6, 2013	Youth	Mevasaret High School	27

Program Activity resulted 514 youth who completed the cycle of training on Media Critical Consumption

4.3 Alternative Media Outputs

The participating youth developed alternative media outputs as part of program activity. On the second day of the encounter they worked together on "the first page of the newspaper", an activity that helped them incorporate the tools they learned about the importance of editing in the news process. They were given a topic (the encounter between Arab and Jewish youth) and they simulated a news room. Each team was able to create a different output. Some teams adopted a more critical framing while some were more positive. Through this activity they learned how the agendas of editors can affect news stories. In the post encounter meetings activity focused on the way the media reported on minority groups. In year one of the program some of the groups used cameras and other equipment to implement what they learned by becoming reporters for a minute and creating short films. Material was collected and a 7 minute film which is an integration of the different outputs as well as a coherent description of the youth activity was produced.

While the activity in itself was an important process, the activity as a standalone output was not warranted. In year 2 of activity Alternative Media Outputs were produced for the educators for use in the classroom for the students rather than by the students.



One 7-minute film which is an integration of the different outputs as well as a coherent description of the youth activity

VI. Program Impact

Mutual mistrust and animosity between Jews and Arabs in Israel is bred, in significant part, by problematic media coverage and crude responses to that coverage, which inflame anxieties among both Jews and Arabs. Mistrust and animosity can be overcome, in part, through training in “critical media consumption” skills. Critical media consumption refers to the practice of reading or viewing news reports with measured skepticism and attention to the completeness of the reporting and its presentation.

In the two years of activity, the Communicating Peace program trained 538 Jewish and Arab Israeli youth, 60 Educators and 20 Professional Facilitators to adjust their orientation towards news they received. They have learned to identify indications of biases and because of this program the participants can better recognize and resist inflammatory and manipulative media messages. Questionnaires have indicated that 100% of the participants will use their new knowledge and the acquired skills of Critical Media Consumption when they receive information from the media. All of the professionals have indicated that they will use these skills in their teachings. Each educator and facilitator reaches hundreds of youth each year.

Beyond the direct beneficiaries, the Communicating Peace program has introduced a new language in 12 Israeli schools. In addition, as a recognized course for educators by the Ministry of Education, the program content was circulated not only to school principals but also inspectors of the Ministry of Education. The Teachers Training Handbooks produced will expand the impact in the schools as new educators become more familiar with the innovative curriculum.

Mistrust and animosity was reduced between the targeted audience by promoting critical media consumption skills and dialogue among Jewish and Arab educators and youth in Israel. Questionnaires reported an average increase of 65.5% increase in positive perception about the other.

VII. Monitoring and Evaluation

The program was accompanied by a Performance Monitoring and Evaluation plan which was developed together with the AOTR, Activity Manager and Program Management Specialist of the Mission. Accompanying this plan, an output of our efforts was a Written Procedures Manual to ensure data quality standards were met. The manual is specifically for the USAID Communicating Peace program and does not necessarily reflect the organization’s customary standards.

A data quality assessment was carried out on May 29, 2012 by the AOTR and Activity Manager. Findings were documented and received by the organization. Adaptions were made to the Procedure Manual in order to ensure that there would be no significant data errors.

With the assistance of the USAID team, post activity questionnaires were developed to assist the program staff in measuring specific indicators. These questionnaires were revised in the second year of programming to include pre and post activity assessment. The data was processed at the end of the first and second year of programming.

In addition to the questionnaires, the project staff relied on observations during activity and summary discussions with the facilitators and educators.

VIII. Success Story



Communicating Peace

SUCCESS STORY

Ibn Sina High School Embraces Critical Media Consumption to Reduce Stereotypes and Prejudices



USAID trains teachers of different ethnic, religious and political backgrounds from Israel to be critical media consumers

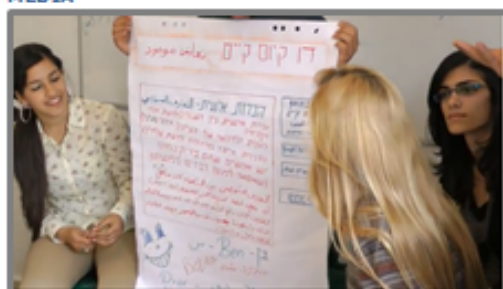
"Na'ef High School was very pleased to be invited to take part in the project. The learning process is not just theoretical which is important to us. Our school does not have many opportunities to deal with these types of issues for many reasons. Salim Masari, Principal



"I now have more tools and methods to use in my teachings."

Morad Moner is a Druze educator at **Ibn Sina High School, Na'ef Village**

USAID brings together Jewish and Arab youth from Israel for mutual understanding and dialogue on the issue of common concern-THE MEDIA



Youth of **Ibn Sina High School** create alternative media coverage with their peers and neighbors from **Misgav Regional High School**

Jewish and Arab communities in Israel are separated and so are the school systems. Thus, in many cases Jewish and Arab citizens live side by side without ever really coming in contact with one another. Although their villages may be only kilometers apart or their neighborhoods only a few blocks away, their cultural, social and educational worlds are millions of miles apart. The effect of this separation is that their opinions of one another are formed by the media, societal fears, stereotypes and prejudices.

Mistrust and animosity can be overcome, in part, through training youth and educators to be critical media consumers. By adjusting their orientation towards news that they receive they can better recognize and resist inflammatory and manipulative media messages and they will become less susceptible to forming negative and hostile attitudes towards one another.

Over the last two years dozens of educators and hundreds of high school students have worked together to better understand how the media influences our perceptions of one another by taking part in a two-day encounter between Arab and Jewish youth. Trained Facilitators work with and prepare the teachers and the students of the high schools during the weeks leading up to the encounter through informative and process oriented preparation and afterwards with a processing and summary workshop.

Ibn Sina High School has embraced the program during both years of operation. The school principal has made the Communicating Peace Program a priority in his school. He has encouraged many of his educators to take part in the USAID supported Teacher Training Seminars which not only inspire critical thinking, but also provide tools so that the teachers can then assist their own students towards a deeper understanding of how media coverage affects Jewish-Arab relations in Israel and how the negative influence of problematic coverage can be resisted

□

IX. Challenges Encountered

The main challenges encountered during programming encompassed the pedagogical, logistical and political domains.

Pedagogical:

The first challenge that we faced was to find a joint "language" or discipline that combines the teaching of critical media consumption and approaching Jewish-Arab relations. Each of the two implementing organizations approached the curriculum development from their areas of expertise. By working together we were able to form a joint language.

As we began the development of the curriculum, political and human rights civil society organizations in Israel faced an increasingly difficult environment whereby organizations were under threat from the legal system. This atmosphere affected education professionals and required us to invest extra attention to the selection of training materials in order to ensure cooperation with the Ministry of Education. The Lead Facilitator, based on her in-depth understanding of the sensitivities of program content in this regard, was instrumental in guiding this process.

Critical media consumption can be seen as a form of activism, something that the youth can "practice". This adds a new dimension to the educational work which is usually seen as a "banking" process of learning new things as opposed to a thinking process and a shift in perspective. The basis of the program is to promote the asking of questions, doubting, looking at reality in a critical manner, using media as a good example of the need of citizens to be critical. The curriculum needed to include activities that engaged the youth. We relied on the facilitators to help develop innovative programming that they felt would work with the youth. Very early on in project implementation it became apparent for the curriculum to become alive in the workshops the facilitators needed to be seen as co-owners and not just beneficiaries.

After reviewing the first two bi-national encounters, it became apparent that for many of the youth this was their first time "meeting the other." Many of the facilitators commented that the youth were more focused on getting to know one another and delving into the conflict than on enhancing their critical media consumption skills. It was important for the project team to find a balance in programming. A strategic decision was made in year two of programming to only target classes that have already taken part in joint programming in the past.

Logistical:

The greatest challenge we faced in year 1 of activity was adjusting to a revised time schedule. The original program plan was designed to begin in January 2011. Accordingly, preliminary preparations were carried out to assure availability of staff, facilitators and accommodations in January 2011. However, programming only began in September 2011. The timing of this delay presented a critical challenge to starting the program.

As a result, Keshev needed to recruit staff in a very short time frame during which there is a lack of availability among relevant professionals. They were able to overcome this challenge by assigning their permanent staff members temporary roles in the CP program until recruitment of dedicated staff for the program could be completed.

An additional challenge resulting from the September starting date was the extremely short window of operation left to execute the first year of the program. Givat Haviva's long experience

in working with schools has taught us that educational programming can only be implemented between November and May of a given school year. Consequently, planning and recruitment should commence well before the start of the school year in September. Givat Haviva addressed this issue by targeting schools that have a long history of programming with us and are confident of our professional reputation. It was this trust and partnership that allowed us to overcome this challenge.

We were also faced with the challenge of scheduling programming in a tight timetable once the recruitment of the schools was completed. The Givat Haviva facilitation team had already developed their schedule for the year. In order to cope with these time restraints, it was decided to hold a 2-day overnight training seminar (rather than two separate days) for the facilitators which allowed for additional evening sessions to be held. The time spent outside of the scheduled sessions allowed the facilitators to deepen their understanding and connection to the project. We felt that they view themselves as "co-owners" of the project. In addition, we found it difficult for the schools to schedule a five hour session for the post encounter session at the end of the school year when students are extremely busy with exams and end of the year activity. In the Jewish sector, this was overcome by allowing students who did not attend the session designated to their encounter attend a different session. In the Arab sector, in some schools, two activity dates were implemented.

Another challenge we have faced was at the local level with the cancellation of an individual school. In cases such as this two options are available. Programming could be postponed or an additional school could be recruited. It was decided to recruit an additional school due to the fact that further development of the curriculum was dependent on the feedback received from the bi-national programming.

We similarly found scheduling a problem for the first Teachers' Training Seminar. The only available days that could meet the schedule of the development of the curriculum, staff and venue was on a Thursday and Friday during the school year. While we intended to recruit from within the schools that youth programming was carried out, the schools could not release that many teachers on the same day. Approximately 4 teachers from each school attended. Additional teachers were recruited from schools that Givat Haviva works with on a regular basis.

The final challenge we faced in year one was with the execution of the Student Outputs. Being that this was the first year that the program was implemented, we found that our goal of distributing the outputs to a wider audience was not realistic. While the students did take part in a learning process, the short amount of time that was allowed for this activity did not allow for quality work. This was most apparent in the filming of the short news items. An alternative solution to this predicament was to produce a 7 minute film which describes the process that the youth took part in, as well as incorporate the student outputs.

In the second year of activity, the project team was able to foresee the aforementioned challenges and properly plan for them. However, two new challenges arose during the second year of programming.

Logistical:

The recruitment process, especially for the Jewish sector, was much more difficult than expected. Fewer Jewish Israeli students were interested in the Community Peace encounters for various reasons. First: each year, schools allocate a certain number of days for special seminars such as the Communicating Peace program. However, the USAID-funded project is in competition with other Jewish Heritage programs targeting the same category of participants targeted by the

program. For programming purposes, it was decided to target youth who had already taken part in an encounter programs in the past. This required additional time and effort in order to convince schools in the importance of taking part in another encounter program. Second: Givat Haviva's long standing encounter program for High School students received recognition and support by the Ministry of Education. However, the encounters implemented under the USAID-funded program had yet to receive endorsement letters from the Ministry of Education encouraging schools to participate in these encounters. Gaining endorsements from the Ministry of Education is a long process and takes years. Hence, schools which chose to take part in bi-national programs requested a program which is currently endorsed by the Ministry of Education.

Political:

The greatest challenge of the second year of programming was Operation "Pillar of Defense." The first bi-national encounter was scheduled to take place during the 8th and 9th day of fighting. The project staff deliberated whether the encounter should be held. They were apprehensive about the outcome of the encounter and were worried that they would not be able to meet the objectives of the seminar. On one hand they felt that if they carried out normal programming, then it would be as if they were ignoring or accepting the killing and violence. On the other and they wanted to make tangible the statement that dialogue is the alternative to violence. With the support of the Executive Committee of Givat Haviva and the Keshev organization, it was decided to continue according to schedule. It was understood by all those involved that the term "Under Fire" would be used to describe the events. The staff worked around the clock to prepare a program that would allow time to help the youth process the current events, but also focus on the place the media had on the current situation. Unsurprisingly, the Palestinian-Israeli political issue took precedence in future activity. The research team and pedagogical team prepared material in order to assist the facilitators to help the youth focus on the Arab minority within Israel. The facilitation team was provided with new material focusing on discrimination and racism which was prevalent in the news at the time.

We deliberated, apprehensive, about the outcome of this encounter, that it would be interpreted as acceptance of the situation, as ignoring the fighting – and we are really not ignoring or accepting the killing and the violence and we are definitely opposed to the starting of this war which repeats itself.

We want to bring Jewish and Arab youth together to make tangible the statement that dialogue is the alternative to violence, and it is true even when everything is burning.

And they came, despite or because of the war, to give a chance to something else. To talk, to clarify, to try and bridge the gap. And more than any leader or general or commentator they succeeded in holding a dialogue on injustice and justice, on pain and healing, on anger, frustration and fear, on growing up in the constant shadow of enmity and war.

They succeeded for a moment to be there for each other, Jews and Arabs, Israelis and Palestinians. And they gave us, who were so apprehensive about this encounter, a lesson in patience, tolerance and the ability of inclusion.

It was complex, and painful to speak of the difficulties, of the rift, of the lack of equality and of the war.

And it was also simple and healing...the listening and the ability to sit together and to hear and to understand the gap, to melt the alienation a little, to understand that we are together in this story and in this land with the rifts and with the differing roles and responsibilities.

We didn't bring an end to the war, we didn't bring about equality in Israeli society. But we did get a moment of hope for the possibility of a better future, one much different, for all of us here together.

Ayelet Roth, Lead Facilitator

X. Lessons Learned

The most important lesson learned in the Communication Peace program was not to underestimate the **need** for participants, both youth and adults, to have the opportunity to take part in interpersonal interactions and dialogue and to allow for enough time in programming to meet this need. This was most evident in the youth program where the facilitators noted that they felt that the youth were more curious about one another and less focused on critical media consumption during the first day. In addition, educators also noted that they wished there was more time scheduled for direct interaction. The program staff has concluded that the program curriculum is too comprehensive for a 2-day seminar and programming must be extended for both youth and educators.

ADMINISTRATION AREAS FOR IMPROVEMENT

- **Under-estimating Complexity**

Both organizations underestimated the complexity of working together. Staff members were required to alter their normal tendencies for a harmonious working relationship not only between themselves, but also USAID. While the program staff from both organizations successfully took part in a process which led to the development of a specific organizational subculture for this program, it was not foreseen that the process would be as challenging.

- **Overly Optimistic Schedule**

While the program was successful in implementing all program activity, improvement can be made in recognizing appropriate time periods for each stage of the program. Due to time restraints due to the fact that the program works in the formal school system, stages of the program took part concurrently when it would have been more beneficial to carry out certain stages and activities in succession.

XI. Recommendations

Program Direction

- **Educators**

Our experience in the Communicating Peace program has proven that many teachers, though desiring to promote discussion of the Arab-Jewish conflict in their classrooms, are overwhelmed by work and by the difficult political atmosphere in Israel and are unable to do so alone. They are in desperate need of institutional and peer support, of tools, and of pedagogical materials. It is recommended that in order to create a group of involved and committed educators acting as agents of change in their high school environments programming must be extended to an on-going program where educators meet regularly throughout the year.

- **Youth**

Youth programming should be extended to 3 days to allow for enough time to take part in interpersonal interactions and dialogue before core programming begins.

- **Facilitators**

Training for all facilitators of Givat Haviva should be implemented whether or not they will directly work in this particular program.

XII. Communications, Visits and Visibility

Communications efforts were carried out in two main areas:

A. Branding and Marking

The following commodities and program materials were produced which visibly bears the USAID Identity:

- **Roll-up banners** upon which the support of USAID is prominently acknowledged. The banners serve as backdrops during training sessions.
- **Plastic banner** upon which the support of USAID is prominently acknowledged. The banners are strategically placed at the venue where participant training sessions are held.
- **Web pages:**

<http://www.givathaviva.org.il/english/info/communicatingpeace.htm>;

<http://www.givathaviva.org.il/hebrew/info/communicatingpeaceheb.htm>;

<http://keshev.org.il/communicating-peace-project/communicating-peace-project.html>

- **T-shirts** were produced for youth participants which the support of USAID is prominently acknowledged.
- **Book bags** were produced for youth participants which the support of USAID is prominently acknowledged.
- **Promotional news articles** on the project in Arabic were produced which the support of USAID is acknowledged.
- **“Success Story”** of a participating teacher was filmed.

B. Public Outreach

- Presentation of the program to head supervisors of the Civics Program of the Southern and Northern Districts (**Ministry of Education**).
- A variety of **informal and experiential learning programs** are offered to international audiences from different faiths and backgrounds at the Givat Haviva campus. We incorporate the program content in the seminars. Verbal acknowledgement of USAID's support in developing the curriculum is expressed.
- Promotional news articles were distributed to and publicized by the following **Arabic media outlets:**

<http://marmar.co.il/news.aspx?cid=1&aid=9182>

<http://www.panet.co.il/online/articles/1/2/S-520872,1,2.html>

<http://www.sonara.net/articles.php?ID=127360>

<http://www.alarab.net/Article/438894>

<http://aljalel.co.il/art.php?ID=6294>

<http://www.alkurum.net/article-13865.html>

<http://www.mjdna.com/Article.php?ID=1815>

http://www.bokra.net/Articles/1162898.__.html

<http://www.almadar.co.il/news.aspx?cid=182&aid=26218>

<http://www.alarab.net/Article/459981>

http://www.bokra.net/Articles/1171331%20ورشة_عمل_لطلاب_ثانوية_ابن_سينا_في_نحف_بموضوع_الاعلام.html

<http://www.alarab.net/Article/459536>

<http://www.alarab.net/Article/499170>

<http://www.alarab.net/Article/516465>

<http://www.panet.co.il/online/articles/1/2/S-651251,1,2.html>

<http://www.sonara.net/articles-160147.html>

<http://ashams.com/art,133338>

http://www.bokra.net/Articles/1212809.عرب_ويهود_في_يومين_دراسيين_تحت_عنوان_القراءة_الناقدة_للإعلام.html

<http://www.alarab.net/Article/545967>

<http://www.elgza.com/news-24,N-8802.html>

<http://www.ashams.com/art,120736>

<http://www.marmar.co.il/news.aspx?cid=1&aid=16911>

http://aljalel.net/385878.لقاء_عربي_يهودي_يجمع_طلاب_ابن-سينا-نحف.html

<http://www.malak.co.il/page.php?id=2707>

<http://www.alarab.net/Article/522076>

Radio Interviews

- Program Director Gazal Abu Riyah promoted the program on the radio station Kol Israel Arabic December 5, 2012.
- **Verbal presentations** of the program were made before influential visitors to Givat Haviva, which included the Political Consultant to U.S. Ambassador Shapiro, Bob Silverman, the Regional Director of the Middle East Partnership Initiatives, Rick Johansen; Emily Puma, Public Diplomacy Policy Director; and Hilary Olsin-Windecker Counselor for Public Affairs. In addition, a highlight was that program facilitator Samer Atmne was selected to participate in U.S. Department of State's International Visitor Leadership Program "Volunteerism and Youth. During a meeting with Representatives of the Office of Israel and Palestinian Affairs and the Office of Global youth issues, Mr. Atmne spoke of the Communicating Peace program. In addition, at a meeting with a special advisor of USAID, Mr. Atmne explained the goals and strategies of the program

Over all the program staff was diligent in promoting the program to a wider audience. Meetings with the representatives of the Ministry of Education not only assisted in the recruitment process, but also will assist in the long term goal of formally introducing the curriculum in Israeli schools. By incorporating part of the teachings of the program in our international programming, we have extended our beneficiaries beyond the Israeli border. The promotional news articles not only increased USAID's identity in the country, but was also used as a marketing tool. The organization received numerous inquiries from schools in the Arab sector regarding participation following each publication. It is also believed that these articles helped to educate the general public. While we were extremely pleased with the amount of Arabic press, we were not as successful in enticing the Hebrew written press.

XIII. Geographic Management Information System (Geo-Mis) and TraiNet

I certify that we have appropriate tools in place for data collection, verification, analysis, and storage and we have updated the Geo-MIS system with the most updated information that reflects the current project implementation deliverables and achievements.

In addition, the attached list of PMP indicators are still appropriate, valid, and up to date for program performance tracking up to this quarter and those indicators are in compliance with DQA measures (Validity, Integrity, Precision, Reliability, and Timeliness) as per ADS 203.3.5.1.

	Activity Status	
Activity Type	Completed	Total
D124 - Support CM, peace reconciliation among leaders/ professionals/ communities	6	6
D125 - Enhance youth/child awareness of conflict mitigation/reconciliation	35	35
Total:	41	41

Participant Training (Program):

- a. All Participant Training programs have been updated in the TraiNet system: YES
- b. Number of courses reported in TraiNet: 13
- c. Number of participants reported in TraiNet:
Communicating Peace- Activity Total: 281 male 308 Female 589 TOTAL

Indicator Description	Output/ Outcome	Tar	Act.	Tar	Act.	Tar	Act.
		FY1	FY1	FY2	FY2	Program	Program
% of targeted teachers/facilitators who are willing to use the knowledge and the acquired skills of Critical Media Consumption in their teachings/facilitation.	Outcome	70%	100%	70%	100%	70%	100%
% of targeted youth who are willing to use the knowledge and acquired skills of Critical Media Consumption when receiving information from the media.	Outcome	70%	100%	70%	100%	70%	100%
% of increase in positive perceptions of the other.	Outcome	20%	50%	20%	83%	20%	66.5%
1.6.2-12 Number of USG-funded events, trainings, or activities designed to build support for peace or reconciliation on a mass scale	Output	13	13	23	28	36	41
1.6.2-14 Number of people participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	Output	312	280	425	401	705	681
1.6.2-14a Number of men participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	Output	156	135	217	183	352	318
1.6.2-14b Number of women participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation.	Output	156	145	208	218	353	363
Number of teachers (individuals) trained on critical media consumption	Output	60	55	65	65	120	120
Number of male teachers (individuals) trained on critical media consumption	Output	30	27	33	37	60	64
Number of female teachers (individuals) trained on critical media consumption	Output	30	28	32	28	60	56
Number of facilitators (individuals) trained on critical media consumption	Output	12	13	12	10	25	23
Number of male facilitators (individuals) trained on critical media consumption	Output	6	6	6	4	12	10
Number of female facilitators (individuals) trained on critical media consumption	Output	6	7	6	6	13	13
Number of youth (individuals) trained on critical media skills	Output	240	212	348	326	560	538
Number of male youth (individuals) trained on critical media skills	Output	120	102	178	142	280	244
Number of female youth (individuals) trained on critical media skills	Output	120	110	170	184	280	294
Number of Arab Israeli youth (individuals) trained on critical media skills	Output	120	120	174	171	294	291
Number of Jewish Israeli youth (individuals) trained on critical media skills	Output	120	92	174	155	266	247
Number of Critical Media Consumption curricula developed (one each for facilitator, teacher, and youth trainings)	Output	3	3	0	0	3	3
Number of Critical Media Consumption Handbooks distributed to formal and informal educational settings	Output	0	0	3000	3000	3000	3000

XIV. Program Sustainability beyond USAID Funding

Givat Haviva is very optimistic regarding the sustainability of the Communicating Peace program beyond USAID funding:

Activity/Curriculum

- Givat Haviva has and will continue to implement the Critical Media Consumption curriculum for a larger target group of Facilitators.
- Givat Haviva has incorporated part of the Critical Media Consumption curriculum that was developed for the Communicating Peace program into existing programming implemented by the organization.

Cooperation

- Givat Haviva and Keshev have maintained cooperation. Program staff continue to meet to develop new programming based on the lessons learned from the Communicating Peace Program.
- Givat Haviva continues to work with schools and educators who took part in training and provides support when needed to educators.
- Givat Haviva is working to enlarge the number of schools and educators as potential partners in this endeavor.

XV. Appendixes

Appendix A: Sample Schedule of Teacher Training

Givat Haviva and Keshev – The Center for the Protection of Democracy in Israel invite you for a unique teachers training seminar that examines the relationship between the media, the teacher's pedagogic mission and the coverage of the Jewish-Arab conflict as a test case. Jewish and Arab teachers for high school upper grades are invited.

The seminars will be held at the Gardenia Hotel Nazareth

26-27/6/2013

or

4-5/7/2012

Recognized by the Ministry of Education

14 hrs-in-service training credits

Objectives:

- Discuss the importance of critical media consumption.
- Learn about the findings as they arise from Keshev's investigative reports while highlighting existing patterns in Israeli media through examples from the Israeli-Palestinian conflict.
- Review of pedagogic tools to be adapted for critical media consumption.

Day 1:

09:30 – 10:00 – Registration and coffee

10:00 – 11:00 – Introduction and getting to know each other

11:15 – 13:00 – Dialogue style encounter: Different perspective in media consumption

13:00 – 15:00 – Lunch and Room Disbursements

15:00 – 16:15 – Dialogue style encounter: Read between the lines – tools for critical media consumption

16:15 – 16:30 – Coffee Break

16:30 – 17:30 – Keynote: Coverage patterns in Israeli mainstream media

17:30 – 17:45 – Break

17:45 – 19:00 – Keynote – continued

19:00 – 20:00 – Dinner

20:00 – 22:30 – Alternative tour

Day 2:

08:00-09:00 – Breakfast

09:00-10:15 – Dialogue style encounter – The challenge of being critical

10:15-10:30 – Break

10:30-11:15 – Keynote: News in the Classroom

11:15-11:30 – Break

11:30-12:30 – Keynote: The teacher's critical views: pedagogic dilemma; insight into the ideology of the Brazilian pedagogue Paulo Ferreira

12:30-13:15 – Lunch

13:15-14:30 – Testimonies of Teachers: The political challenge of a teacher

14:30-15:30 – Concluding remarks

Appendix B: Sample Schedule of Encounter

Sample Schedule Bi-national 2 Day Seminar		
Day 1		
9:00-10:30	Arrival of youth Logistics	
10:30	Opening Remarks	Project Leadership
10:45-12:45	Mixed Group: Familiarity-Initial Introduction through name games; ice breaking Truth or Lie Exercise: Youth are requested to introduce themselves to the group by presenting one true statement and one false statement about themselves. The goal of the exercise is to illustrate how difficult it is to tell a truth from a lie. Personal Introductions through creating headlines One on One Interviews: Participants are requested to interview one another and present their partner to the group as headlines.	
12:45 14:15	Lunch; Distribution of Rooms	
14:15 15:15	Expectation and Fears, Building a group contract	
15:15-15:30	Break	
15:30-16:45	Pictures-Point of View To give headlines to pictures To give a different headline which changes the meaning of the original headline Purpose: To show the power of the picture Or If I was an editor	
16:45-17:15	Break	
17:15 16:15	Uni-national	
18:15-18:30	Break	
18:30-19:30	Mixed groups: "choose a topic" coverage and what we think, what we ultimately want to report on Day 2.	
19:30-20:30	Dinner	
Day 2		
7:45-9:00	Breakfast Check out of rooms	
9:00-10:00	Uni-national "Information sources": search the Internet on selected topic	
10:00 11:00	Mixed Group: Presenting the activity: Today everyone is an editor So what it is in the news	
11:00 11:30	Break	
11:30-12:30	Mixed Group Preparing front page of newspaper on topic chosen	
12:30-13:15	Lunch	
13:15-14:15	Presenting Pages	